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ABSTRACT

Activities that promote perceptual motor development and that link language arts experiences to physical education are described in this guide. The 13 activities for students in kindergarten through grade three include playing games that relate movement and cognition, moving to music, describing sensory experiences, and defining words used to designate movement. The 18 activities for students in grades four through six involve students in such experiences as writing rules and strategies for an original game, planning a playground for the school, interacting on the interpretation of written words, and reading sports poems. Among the 14 activities for students in grades six through eight are reading and discussing sports books, making a sports dictionary, and writing about various aspects of physical education. A list of relevant books and phonograph records is included. (GT)

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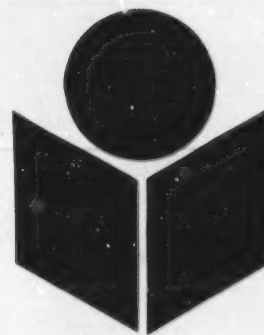
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A Reading Program
For The 70s

Physical Education

Division of Curriculum Services
Office of Instructional Services
Georgia Department of Education
Atlanta, Georgia 30334

Charles McDaniel, State Superintendent of Schools
1978



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Use of this Guide

This guide is designed for the elementary classroom teacher in the kindergarten through eighth grade. The classroom teacher may wish to contact the reading specialist or the elementary physical education specialist for additional assistance in planning student activities.

The classroom teacher should supplement this guide with the many textbooks, articles, research studies, recordings and game books available from individuals and groups such as the American Alliance for Health, Physical Education and Recreation; The President's Council on Physical Fitness and Sports; The Georgia Association for Health, Physical Education and Recreation and the International Reading Association.

The student activities are generally grouped into three categories: (1) Activities for primary students (K-3), (2) Activities for upper elementary students (4-6) and (3) Activities for middle grades (7-8). The teacher should not, however, look only at those activities in their students' grade level. All activities are applicable to all students. The activities are presented so as to leave flexibility for individual teacher creativeness and initiative.

TAKE WHAT YOU WISH!!!!

Bill Hammond, Director
Georgia Right to Read Program

Jack Short, Coordinator
Health, Physical Education, Recreation,
Driver and Safety Education

Teaching Tips

1. Initially do not include activities with complicated rules, boundaries and guidelines.
2. Use activities that emphasize creativity rather than competition.
3. Expose students to a wide variety of activities that will expand their interests.
4. Reduce activities that eliminate participants or have long periods of waiting to participate.
5. Use movement exploration to stimulate creativeness in young children.
6. Develop activities that allow for interaction among participants
7. Begin teaching by using one of these approaches.
 - Do as you wish (semi-directed)
 - Do as I do (mimetics)
 - Do as I depict (mimetics)
 - Do as I say (directed)
 - Recognize and critique movement activities of others (evaluation)

Activities for Primary Students (K-3)

1. Provide opportunities for students to play games which relate movement and cognition. Games such as "Simon Says," "Head Shoulders, Knees and Toes" are examples.
2. Let students explore movement through the basic skills of walking, running, hopping, skipping, jumping, sliding and gliding, galloping, catching and throwing. Suggest that students move to specific sounds, smells, tastes and personal feelings. Suggest that students imitate movements of a toy, an animal, a puppet and a machine.
3. Suggest that students march, skip or stamp to music. Stress beat and tempo.
4. Prepare tags that can be tied to objects.

Dominant Eye

Have the student extend both arms in front of his/her body, palms out, fingers overlapping, leaving a small peephole between the thumbs and fore fingers. Have the student look through the peephole at the teacher. Looking back through the peephole at the student, the teacher will see the student's dominant eye.



Another way to determine a student's dominant eye is to have the student extend one hand, pointing the index finger to a small object more than 10 feet away. With both eyes open, have the student line up the finger on the object. Have the student then close one eye at a time. The eye that is open when the object does not move from the established line of vision is the dominant eye.

Write phrases on tags. (Examples—Was once alive but now dead; provides food for birds; should never be used; a friend of man; used to make rope.) Let students draw, at random, a tag and place the tag on an object, thing or place. Have students discuss and interact on the rationale and thoughts behind labeling the specific chosen object, thing or space.

5. Plan experiences which will develop reading readiness. Utilize the IRA/ERIC brochure by Norma Rogers.¹
6. Determine a student's dominant eye, hand and foot. Look for those students with incongruencies. Following are some methods to use.

Dominant Foot

Suspend a tether ball from the overhead ladder. Have the student step up and kick the ball five different times. A student will usually adjust his/her steps to use the dominant foot.

Dominant Hand

Let the student pick up a small ball from the ground and throw it.

7. Prepare cards that describe manipulative movements such as throwing, catching and striking. Have students read and interpret the written words on the cards.
8. Help students discover weight awareness by preparing self-learning packets that will describe axial movement—push, pull, lift, balance, anchor a body part to the floor.
9. Prepare cards for students to match. (Examples—How can I be wide? How can I be tall? How can I be low?) Let students illustrate the written answer by interpreting it in movement.
10. Have students design games that will build skills by using the metric system for measurement. Let students keep height, weight and body dimensions in metric measures.
11. Let students match body parts with cards which have the body part written on

¹Rogers, Norma "What is Reading Readiness" International Reading Association Monograph (Newark, 1974).

them. Have students match body parts with illustrated body parts.

12. Have students describe both orally and in writing their feelings about an experience such as placing their hand in a "feely bag." Let students think of words that will describe the experience (i.e.—yucky, smooth, soft, alive).

13. Let students define their interpretations of words. Have them interact on word meanings. An example is the word "slide." Some definitions might be—a lateral dance step, a thing you slide down, a means to get to a base, or even a slang expression, "Let it slide" (forget it). Words may include these.

AGAIN	FRONT	RIGHT	CRAWL	LIFT	START
ALONG	GALLOP	ROLL	EAR	MANY	STOP
ARM	GO	ROUND	EIGHT	MORE	STRIKE
ANKLE	GREEN	RUN	ELBOW	MOUTH	TAKE
BACK	HEAD	SEVEN	EYE	MINE	TALL
BACKWARD	HEEL	SHOULD	EYEBROW	NOSE	THREE
BALANCE	HIP	SHOULDER	FACE	ON	THROUGH
BALL	HIT	SIDE	FAST	ONCE	THROW
BEAN BAG	HOLD	SIT	FEEL	ONE	TOSS
BEHIND	HOOP	SIX	FINGER	ORANGE	TOW
BIG	HOP	SKIP	FIVE	OUT	TWICE
BLUE	IN	SLIDE	FLEX	PAIR	TWIST
BODY	JUMP	SLOW	FLIP	PARTNERS	TWO
BOUNCE	KNEE	SMALL	FLOW	PLAY	UPON
BRING	KNOCK	SPACE	FORCE	PULL	WAIST
CARRY	LEAP	SPEED	FORWARD	PUSH	WALK
CATCH	LEFT	SQUAT	FOUR	QUICK	WAND
CHIN	LEG	STAND	FREEZE	RED	YELLOW

Activities for Upper Elementary Students (4-6)

1. Label the parts of a piece of physical education apparatus on a card and have students put the cards on the proper places. (Examples—label the parts of the bicycle, backpack or archery bow).
2. Ask groups of students to write the rules and strategies for a new game they have created. Discuss precise wording and how punctuation may alter the meaning of a phrase.
3. Have students interact and explain the meanings of their rules and how they may be better stated or more clearly stated.
4. Formulate a learning experience which will allow students to plan a playground for the school. Consider factors such as space, cost, appearance, safety, noise level, location, drainage and apparatus. Write, read and review ideas. Relate

activities and apparatus which stress useful skills and those which have less value for skills learning, but may be fun to use (i.e.—swings, slides, merry-go-round). Contrast activities which involve useful skills with those activities which involve skills that are less applicable to living. Define constraints to be considered for the playgrounds, such as indoor-outdoor location, cost, limited space, and have students alter their plan based on the restrictions.

5. Have students write a description of an ideal friend. Combine all attributes of a model friend and let students analyze themselves based on this model. Let students write a page on their own perceptions of their strengths and weaknesses and relate these to the model friend.

6. Let students write, discuss and re-formulate safety rules and the need for safety measures.
7. Prepare self-learning packets for the students. Let students read cards and teach themselves by reading, interpreting and doing.
8. Have students mimic illustrations of pictures and movement. Ask students to interpret movement of other students. Discuss terms such as quick, fast, slow, hard, soft, low, high movement. Have students illustrate their interpretation of a movement pattern they read about.
9. Let students prepare listings of all flora on the school grounds. Let students read about the types of plants that grow in their locale. Have them plant and care for plants, both indoors and out-of-doors. Let students plant a garden, read about when to plant and nutrients for plants, and figure proportions. Let students market a crop and read about supply and demand and economics.
10. Let students prepare plans for painting an outdoor hard surfaced area or portions of paved walks with enamel paint. Have them prepare designs for word games, shapes, puzzles, hop scotch, a United States map, map of state or local community.
11. Prepare for groups of five students cards that describe a game. (The same game should be described on all cards). Have each group "act out" or play the game as described. Have them interact on the interpretation of the written word. Have students write out a description of an activity and let groups "act out" the interpretation. Have them discuss improvement of the written words and how the message could be better conveyed by clear language.
12. Use sports limericks in teaching.

Examples—

There once was a boy named John
who was hitting a ball for fun
the ball hit the line
and John felt fine
because there was no reason to run.

There once was a girl named Jill
who stepped on the line if you will
the whistle it blew
the referee flew
and now how do you think Jill will feel.

There once was a player named Pete
whose socks hang lazily on his feet
he broke a rule
while acting a fool
and on the bench now sits Pete.

There once was a player named O.J.
who could run with the ball every way
he fell on his nose
and broke two of his toes
and he rests in the hospital today.

13. Use sports poems and/or riddles

Examples—

Feet upon the pavement
hand upon a stone
hop, hop, hop to get it
after I have thrown

Marci Ridlon

We're racing down the walk
over the pavement and round the block
we rumble along till the sidewalk ends—
Felicia and I and half our friends.

Phyllis McGinley

From: *Scott Foresman Reading Systems*,
Level 7 and 8



14. Prepare activity sheets based on sports vocabulary.

Example—

Sports Talk—How well do you know your sports? Look at the words below. Each word goes with a special sport or activity. Write the name of the sport associated with each of the following words.

bunt _____
block _____
pivot _____
check _____
tack _____
reel _____
smash _____
hurdle _____
spike _____
crawl _____
slalom _____
putt _____



¹State of Florida Department of Education, *Physical Education and Reading: A Winning Team* (Tallahassee, 1975).

15. Give the students a passage from a sports story or directions to a game and leave out some of the words and have them fill in the blanks by using context clues.¹

Example—

The _____ plays directly _____
the center and handles the _____
every play. The fullback is _____
him with the left _____ three
long steps to his left. The _____
halfback plays just _____ his
own end and close to the line of
_____.

16. Give the students diagrams to help them understand written directions.²

Example—

Directions:

Move backward, pausing at three different places. Use a different movement to reach each place.

17. Let students determine if a local resource person could help them learn a specific concept. Let students write or contact the person, prepare handouts, schedule the speaker, write a thank you note to the speaker, etc.
18. Let students plan bulletin boards. Have them use book jackets, lettering, catchy phrases, bibliographies, etc. They may use materials such as, How-to books and sports pages from newspapers. Post a bulletin board on "Who reads the sports page"? Make a pamphlet pack. Place career brochures in a convenient place for students. Place sports equipment catalogs in places for student browsing.

²Ibid.

Activities for Middle Grade Students (6-8)

Note:

Activities in this section are taken from the Florida Department of Education Publication *Physical Education and Reading: A Winning Team*, 1975.

1. Provide paperback books on sports heroes, biographies and adventure stories. Discuss fact and fiction. Let students interview sports figures. Let students discuss the questions which should be asked of a sports celebrity.

2. Let students identify different sports events from a tape recording.
Example—Play recordings of the following games in progress: ping pong, basketball, roller skating and tennis.

3. Write these prepositions on the board and call attention to them.

in into over across to at above

Explain that these words can be forecasters in sentences. They typically introduce phrases that tell where. As examples cite the following.

... in the line-up
... into Chuck's glove
... over the loudspeaker
... across the grass
... to the ground
... at the plate

4. Have the students make a sports dictionary which would include specialized sports terminology.



Example—

The portion on baseball might look like the following.

BASEBALL DICTIONARY

dugout—a low shelter facing a baseball diamond and containing the player's bench.

foul—being outside the foul line.

home run—a hit in baseball that enables the batter to make a complete circuit of the bases and scores a run.

pinch hit—to bat in the place of another player.

run—a score made in baseball by a runner reaching home plate safely.

strike—a pitched ball recorded against the batter.

5. Have the students look up the origins of physical education terminology.

Example—

The old French word *rifler* meant "to cut a spiral groove." The word *rifle* is used to refer to a gun with grooves cut into the inside of the barrel. The grooves cause the bullet to spin along a more accurate path. At one time an **umpire** was called a **numpire**, but the spelling of words can change. "Numpire" came from two Latin words, *non* and *par*, meaning "not equal or even." How does this meaning relate to our use of the word **umpire**?

6. Give the students a list of safety rules pertaining to combative activities. Have the student give the purpose of these rules by stating what might happen if they are not followed.

Sample Rules

- Make sure the area is clear of potentially dangerous objects.
 - "Give" with a fall, relax.
 - Master simple skills first, then move to the more difficult ones.
7. Conduct a class discussion on the importance of cooperating in physical education. After the discussion, the students should list at least five ways they can cooperate in physical education. For example, a student's list may look like the following.
- Share equipment.
 - Compromise.
 - Obey the rules of the game.
 - Work with others to achieve a goal.
 - Be a good sport.
8. When teaching a sport, list some common faults of execution and have the students list the effects of these faults. For example, in volleyball some of the common faults in executing an overhand serve are listed below. The student lists the effects these faults will have on the ball.

FAULTS	EFFECTS
Not watching the ball.	_____
Attempting to hit the ball too hard.	_____
Wrist too relaxed on the serve.	_____

9. On an individual inventory, each student should be able to choose the sentences which best describes his or her feeling towards a subject.

Example—

What kind of person are you? Mark Y (yes) if the statement below sounds like you and N (no) if it does not sound like you. The important thing is that you mark the statement according to the way you really feel.

Are you a person who

- | | | |
|--|---|---|
| • is interested in finding out why some individuals are good in sports and others are not? | Y | N |
| • would like to know why some individuals' movements are smooth and others' are not? | Y | N |
| • thinks movement is beautiful sometimes? | Y | N |
| • wonders what makes a person graceful? | Y | N |

10. After hearing a sports story, have the students describe how the characters felt and why.

Example—

The officials had to confer for several minutes before they announced that the dropkick, though a bit moldy these days, still was a legal scoring weapon and worth three points if successful. When the gun sounded a moment later, the scoreboard read: State, 14 — Colton, 15. (*More Teen-Age Football Stories*, Josh Furman, ed. Lantern Press, Inc.)

Based on the information given in the passage, describe each person's feelings.

- Colton's coach
- State's coach
- the player who made the dropkick
- the Colton quarterback

Directions

Read the following biography of an athlete and underline the characteristics that made him a successful basketball player. The first few details have already been underlined.

Tommy was a lean, 6'10" tall. He was able to manipulate the ball accurately with his hands. His powerful arm and leg muscles enabled him to run quickly and jump high. His dedication kept him practicing on the courts for many hours a week.

11. Students can be made aware of abbreviations commonly found in newspapers and sports articles. *Examples*—NCAA, AAU, NFL, WFL, NBA and ABA.
12. Box scores of various sporting events use abbreviations of which students can be made aware. Baseball box scores are good examples of such abbreviations as rbi, hr, dh, bb, ab and era.
13. Have students complete the following analogies or relationships by selecting the correct answer.

- A bat is to a baseball as a ping-pong paddle is to a _____.

- ping-pong table
- ping-pong player
- ping-pong ball

- A swimming pool is to a swimmer as a track is to a _____.

- runner
- swimmer
- referee

14. Give students the following passage—Harry came up to bat after Sam had hit a home run. Before Sam was up to bat, Dick also hit a home run. The game ended right after Mary batted in two runners and Ted struck out. Have students reorganize the events in order of their occurrence.

- Dick hit a home run.
- Sam hit a home run.
- Harry hit a home run.
- Mary batted in two runners and Ted struck out.



RESOURCES

Books

1. *Annotated Bibliography on Perceptual-Motor Development*, American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, Washington, D.C. 20036, 1973 (\$3.25).
2. *Being Me*, Educational Services, 845 Third Avenue, New York, N. Y. 10022, 1973.
3. Children's Series on Psychological Relevant Themes.
 1. *The Thing I Hate*
 2. *One Little Girl*
 3. *All Alone With Daddy*
 4. *The Man of the House*
 5. *Don't Worry Dear*
 6. *The Boy With A Problem*
 7. *My Grandpa Died Today*
 8. *I Have Feelings*
 9. *Billy and Our New Baby*

Behavioral Publications, Incorporated, New York, N. Y., 1971.

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6. Demeter, Rosa, *Hop-Run-Jump*, The John Day Company, New York, N.Y., 1968.
7. *Do Your Own Thing*, Alabama State Department of Education, Montgomery, Ala. 36104.
8. *Every Child A Winner: A Practical Approach to Movement Education*, Prospect Every Child A Winner, Irwin County Schools, Ocilla, Ga 31774.
9. *Feeling Alive*, Educational Services, 845 Third Avenue, New York, N. Y. 10022, 1973.
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11. *Flint Community Schools, Pre-Kindergarten Monograph*, Flint, Mich., 1976.
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13. *Homemade Innovative Play*, Equipment Information and Research Utilization Center in Physical Education and Recreation for the Handicapped, Washington, D.C. 20036, June, 1973.
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18. *Perceptuai-Motor Foundations, A Multi-Disciplinary Concern*, American Association for Health, Physical Education and Recreation, 1201 Sixteenth Street, Washington, D. C. 20036.
19. *Ready? Set . . . Go! — Level One* (Grades K-6), Georgia Department of Education, ETV, 1540 Stewart Ave. SW, Atlanta, Ga. 30310.
20. *Ready? Set . . . Go! — Level Two* (Grades 7-12), Georgia Department of Education, ETV, 1540 Stewart Ave. SW, Atlanta, Ga. 30310.
21. Romriell, Gerri, *Charlie Chicken and Mr. Worm*, IMED Publishers, Los Angeles, Calif.
22. *"Sign of the Times,"* Department of Transportation, State of Georgia, 2 Capitol Square, Atlanta, Ga. 30034.
23. Smiley, Palma and Gilleo, Alma, *Teaching With Rhythmic Activities*, David C. Cook Publishing Company, Elgin, Ill. 60120, 1966.
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27. *Tires are Tools for Learning*, Georgia Department of Family and Children Services, Day Care Series Number 1, Atlanta, Ga. 30034.
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32. *Youth Physical Fitness*, President's Council on Physical Fitness and Sports, Washington, D. C. 20402, 1973.

Records

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2. "Dancing Words — A Movement Approach to Language and Reading" — Educational Activities Incorporated, Freeport, L. I., N. Y. AR-539 — Teacher Manual.
3. "Just Me" — Hall, Marie, Scholastic Book Services, New York, N. Y. — Recording CC-0667B, 1970.
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 1. *Peter Pine Tree's Surprise*
 2. *Harold Hound Dog*
 3. *The Little Dog Who Found A Home*
 4. *I Am Glad I Am A Boy*
5. "We Move to Poetry," Volume II, LP 9035, Kimbo Educational, Box 246, Deal, N. J. 07723.

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